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ABSTRACT

Prepared by the Wisconsin Department of Public Instruction, this 1971 Migrant Education Program evaluation reports on the uniqueness of the migrant program in Wisconsin. The training of 5 teenagers in dramatics in the Lake Mills project, the open classroom program in Wantoma, the camping experience activity in the Oakfield project, and the student council and community involvement activity in the Watertown project are briefly described as exemplary projects or activities. Grade placement of the 1,495 children actually served in the summer and fall programs was facilitated by evaluations by the staff after observing the children for a few days in the program. The teacher-pupil ratio was extremely low owing to a severe cutback in labor in the area. Interrelationship with regular Title I programs, coordination with other programs, inservice training, non-public school participation, interstate and intrastate dissemination, community involvement, program effectiveness, special vocational areas, supportive services, and staff utilization are additional topics of discussion. New programs include the Stevens Point School District's program at Lena, the Oakfield School District's program at Lamartine, and programs operated during the 1971 program year using 1970 carry-over funds. Program application-agreement forms for breakfast, lunch, and commodity distribution comprise a portion of the appendix. (HBC)

ED 067204

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1971
EVALUATION
MIGRANT EDUCATION PROGRAM
WISCONSIN

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RC006466

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I. EXEMPLARY ACTIVITIES OR PROJECTS

The following were chosen because of their deliberate intent to focus on the interests of children. Unless, a local migrant program considers this as a prime purpose in developing and implementing its plans, much of the activity is not communicated to students, and a program that does not communicate is likely to have limited success.

Many teachers have unique or creative techniques that help bridge the communications gap but these are not reported because these efforts are individual and not a part of over-all program design.

"Photo Panel" - (Activity in Cambria Project)

Candid shots of children in the program became a center of interest in this project. This changing gallery of pictures created much communication among students. It gave both students and parents an insight into some of the work of the entire program.

Basis of Selection

Photos can become another medium of communication - for students and parents. Further, children seeing pictures of themselves working in school can have some positive effect on their feelings.

"Chicano Generation" - (Activity in Lake Mills Project)

Drama is an excellent medium for developing verbal and body language skills and this activity was designed specifically with these skills in mind.

A group of five teenage migrants age 13-15, using a folk legend as a vehicle, were trained for two weeks in dramatics. After completion of their training the group toured the state and played to all migrant summer school centers.

Basis of Selection

This activity extended the idea of communication skills development beyond the walls of the classroom. It gave the participating migrant students another perspective of what school can be.

An accrued spin-off of this activity was the development of interest in drama as a communication skill in other summer school centers.

Open-Classroom (Program design in Wautoma)

All levels of instruction in this program were carried out in one large classroom. This afforded teachers the opportunity to draw upon their individual and collective strengths. Older students naturally and informally assist the younger ones.

Basis of Selection

With a tendency to fragment schooling by physically compartmentalizing students and departmentalizing subject matter, the open classroom breaks down this tradition. It disciplines teachers and students toward cooperatively planning and working through the program. The positive interplay of human relations that can be implemented in the open classroom exceed the possibilities of the self-contained room. Open classrooms break down the sanctity of the self-contained room. Success of the open structure assumes secure teachers well oriented to the demands and challenges that the concept implies.

Camping Experience Activity (Oakfield Project)

Built into this activity were possibilities for communication and social skills which are difficult to duplicate in the classroom. Rather than completely financing the expenses for this activity from migrant education funds, the

students committed themselves to a small percentage of the costs. They made and distributed to a local store baked goods, the profit which they used to pay for some of the camp fees.

Basis of Selection

When this kind of responsibility is given to students they become contributing members to their own education. Relevance of education is strengthened to the degree that it draws upon the experiences of students. This enhances the meaning of communication skills which are basic to the migrant program.

Student Council Activity (Watertown Project)

Migrant students were involved in establishing the ground rules for their own behavior in the program. With this responsibility they grew in self-discipline and in self-direction.

Basis of Selection

Migrant education programs must build into their structures methods whereby students begin to grasp the idea of directing their own lives. To undergrid students with this concept develops the strength needed to cope with society outside the cloistered walls of the school. Watertown has taken a step in this direction with its student council.

Community Involvement Activity (Watertown Project)

The Watertown migrant staff assumed the responsibility for involving parents into the program by going to the labor camp, introducing themselves and becoming acquainted with parents of migrant children. As part of becoming acquainted, colored pictures were taken of each family, enlarged and given to the family at a follow-up meeting.

Basis for Selection

Without intruding on the privacy of the migrant home, this staff, in an informal way, broke the traditional barrier that often exists between home and school.

II. CHILDREN SERVED

A. Estimated Number: 2,200

Reason for less than projected:

Migrant labor in Wisconsin for 1971 was reduced 26% over the year before and approximately 43% in the last three years.

School enrollment was significantly reduced but the reduction was not commensurate with the reduction in labor for two reasons: 1) increased efforts have been made to enroll children in the program, 2) a substantial amount of the decrease in migrant labor focused on "singles" who do not have or have not migrated with their families.

B. Number of Children Actually Served: 1,495

Summer Program

Cambria 164

Berlin 60

CESA #3 Lena.....94

CESA #9.....90

CESA #18.....460

Fond du Lac.....43

Hartford.....35

Lake Mills.....55

Montello.....52

Stevens Point.....105

Two Rivers.....29

Watertown.....64

Wautoma.....57

FALL PROGRAM

Almond.....40

Cambria.....73

Wautoma.....74

C. Instrument used to identify migrant children

Exhibit 1 - Appendix

III. GRADE PLACEMENT

Children are evaluated by staff opinion after observing them for a day or two in the program. It was expected that the Migrant Transfer Record would help here, but in most instances that data was received too long after the program had begun. This problem arose because 1) Wisconsin entered the automated system this year and many details of operation were not resolved. 2) The Data Bank in Little Rock was having mechanical problems and this delayed the receipt of transfer records.

IV TEACHER PUPIL RATIO

Total Number Served (Summer Program)	1308
Total Staff (Teachers and Aides)	125
Total Aides	60
Pupil Teacher Ratio without Aides	1/20
Pupil Adult Ratio including Teachers and Aides	1/10

IV TEACHER-PUPIL RATIO

One program had planned to serve approximately 125 migrant children in its program and contracted for staff on this estimate. This prediction was based upon the previous year's experience and therefore was considered reasonable. However, when the program was launched in early July approximately one-half the estimated number of students were enrolled. Reason: a severe cut back in labor in the area. The program coordinator reduced the number of aides in the program, but was unable to lay-off teachers because of the contractual commitment. A very effective program was implemented but the pupil/teacher ratio was extremely low.

V INTERRELATIONSHIP WITH REGULAR TITLE I PROGRAMS

A. Examples of Regular Title I Programs Specifically Designed to Supplement State Operated Title I Migrant Programs

None was specifically designed to supplement the State Migrant Program. Locally designed Title I and special migrant summer programs were implemented in Berlin, Cedar Grove, Lake Mills and Wautoma. In these programs local and migrant children are integrated but funding was separated.

In the fall of 1970 special migrant programs were conducted by Stevens Point in Portage County (see description under item XVII new programs), Cambria, and Wautoma. Programs operating in the fall integrate migrant children in some areas of curriculium but also provide special language skill classes for those needing this service.

A.(1) Regular Title I funds were used to serve the Spanish-speaking population in Delevan, Waukesha, and Milwaukee. The Spanish-speaking population included re-settled migrants (largely Mexican-Americans) Cubans, and Puerto Ricans.

B. Arrangements for Training or Assignment of Personnel in Regular Title I and Special Migrant Programs.

In areas where regular Title I and special migrant programs were coordinated there is no differentiation of staff. The state plan requests that bi-lingual staff (teachers or aides) be built into the program to effectively communicate with children whose basic language strength is Spanish.

VI COORDINATION WITH OTHER PROGRAMS

A. Other Assistance Directly Serving Same Population

1. Health

a. Free migrant health clinics open specified hours each week.

(1) Federally funded clinics at Beaver Dam, Wautoma, and Endeavor. Include medical, nursing, some dental and hospital services.

b. County public health nurses.

County public health nurses are usually on call for service to any Title I migrant program.

c. Title XIX (medical assistance)

Medical and dental coverage for those 65 and over and for children under 21 who meet low-income requirements.

d. Wisconsin emergency medical assistance

Special state funds for out-of-state needy residents.

e. Food programs

(1) Food stamps or surplus commodities

(2) Emergency Food money was available to migrants in need.

(3) U.S.O.A. - Provided substantially all the cost for food services in the special Title I migrant programs.

Approximate amount of service in dollars was $ 26,050.00 .

2. Education

a. Head Start

The following agencies in migrant areas conducted Head Start programs:

Central Wisconsin EOC - at Almond-Bancroft, Endeavor, Hancock, Montello, Wautoma, Wild Rose.

Citizens' Opportunity Services, Inc.- Delavan, East Troy, Whitewater, Palmyra - Migrant Day Care Center

Fond du Lac Area EOC - Calumet and Lamartine.

Kenosha Public Schools

Lake Mills Public Schools

b. Adult Basic Education and Pre-Vocational Training

Stipended year-round programs available through United Migrant Opportunity Services, Inc.

c. Vocational Rehabilitation

Especially for physically or mentally handicapped. Services provide medical diagnosis, guidance, vocational education and training, physical restoration, job placement and follow-up.

3. Counseling and Employment Services

a. United Migrant Opportunity Services, Inc. (UMOS)

An OEO funded organization that operated statewide and year round.

(1) Permanent relocation and employment for migrants. Offers stipended (ranging from $51.00 to $71.00 per week maximum) educational and job training programs to heads of household, helps to find housing and employment, offers help in other supportive services, follows each family along in its relocation efforts for one year.

Opportunity Center - Year Round

UMOS Centers are located in:

Milwaukee

Kenosha

Sheboygan

Beaver Dam

(2) The services of community out-reach workers from UMOS are available to all migratory workers in all areas of the state.

b. Migrant Worker Specialists for Wisconsin Employment Service

(1) Spanish-speaking counselors available throughout the state with headquarters in Wautoma, Beaver Dam, and Door County were particularly concerned with protective legislation (workmen's compensation, etc.), job and training opportunities, mediation of minor disputes and misunderstandings, referrals to other migrant programs.

c. Equal Rights Division

Checks on cases of alledged discrimination in public accommodations, housing, employment and community relations.

d. Community Action Agencies

The staff, including outreach workers, of the following Community Action Agencies in migrant areas were available for assistance to migrants:

Central Wisconsin EOC, Inc. - Marquette, Portage, Waushara Counties.

Citizens Opportunity Services, Inc. - Walworth, Jefferson counties. A volunteer group of citizens who offer educational programs and social services to low-income people, especially Mexican-Americans.

Fond du Lac Area EOC - Fond du Lac County

Northeastern Wisconsin CAA - Florence, Forest, Marinette, Oconto counties.

Racine County CAP

Rock County CAP

4. Migrant Housing Inspection and Camp Maintenance

A bi-lingual staff assisted the regular housing inspectors. In addition to inspecting camps, they talked with migrants and employers to encourage good camp maintenance practices.

5. Governor's Committee on Migratory Labor

A committee appointed by the Governor concerned itself with all phases of the use of migrant labor in the state. It gathered and distributed information on migrant labor, promoted programs to benefit migrants and recommended legislation to improve living and working conditions.

This committee met twice during the summer to point up overriding issues that the state legislature must consider while it was in session. These issues included: the enforcement of the housing codes, fair wages, repeal of the criminal trespass law.

6. Efforts at Coordination

As in the past prior to writing the State Plan, the Department of Public Instruction met with the following agencies to coordinate services: State OEO, State Head Start Coordinator, Division of Health, United Migrant Opportunities Services, Migrant

Ministry, and Central Wisconsin EOC, Inc. As a result of this meeting, each agency outlined its function and the particular age group it served.

To avoid duplication of service Title I migrant program did not attempt to serve preschool children where Head Start programs were in operation. However, Title I migrant funds did serve migrant children in those areas that had no Head Start program and where local districts were responsive to service for pre-schoolers. These areas were: Berlin, Cedar Grove and Cambria.

Plans to involve the professional staff of the Division of Health in the Title I migrant staff workshop were initiated and subsequently implemented.

Because of the previous year's questions raised by UMOS in the recruitment of children for the migrant programs in the Southeastern section of the state , the assistance of an outreach worker from UMOS was requested. This was done because UMOS has regional officers in the immediate area and through their year-round operation are abreast of any shifts in the migrant population. Secondly, this served as an additional screen to eliminate mistakes in the identification of true migrant children who were enrolled in the program.

B. Gaps Remaining in Types of Services Provided

The teen-age population continues to receive minimal service in Wisconsin's special Title I migrant program. Evening programs were

provided in some centers, Cambria, CESA #18, CESA #3. The lack of service to this group does not come from inadequate funding but rather the higher priority which, of economic necessity, is placed on the teenagers income to shore up the family's income. Therefore a regular day school program for their teenagers is a luxury that the family cannot afford.

Evening programs provided opportunities for teenagers to increase or develop some academic and vocational skills. Evening programs are an alternative to no service for teenagers but they operate with two handicaps: (1) a school program after a full days work in the field may not be a particularly exciting diversion (2) the brief time during which a program can operate (1 1/2 - 2 hours) makes it difficult if not impossible to develop a subject in any depth. (Wisconsin's 1972 migrant proposal will present some alternatives in teenage schooling which may help to more effectively reach this population).

Another gap of service remains for those migrant children whose families who leave the migrant stream and settle in Wisconsin. In theory the regular Title I funds are available for use but in reality this does not happen. The L.E.A's already have committed their Title I funds on those identified families that had been residing in the district before the newly arrived migrant moved in. Now, migrant children are allowed to participate in the regular Title I program but often their specialized needs require other services. It is here where a special grant for migrant children whose families have left the stream could be of definite assistance.

C. Coordination with USDA (United States Department of Agriculture)

See appendix exhibit 2,3,4,5 for documentation of the efforts made to use USDA funds to supplement the foods service costs in the local programs.

When the Project Summary Applications were mailed to the local coordinators copies of USDA material were included. A cover letter explained the procedures necessary to receive USDA funding. As a result of this communication with the L.E.A. coordinators and the cooperation of the Food Services Division virtually 100% of the food costs in the summer education programs for migrant children were paid with USDA funding. (Exhibits 2,3,4, and 5)

VII INSERVICE TRAINING

A. Type of Program

In the years prior to the summer of 1971 an inservice workshop was held for the entire summer school staff just before the opening of the summer school programs. Because there had been a high percentage return of staff each summer it was decided this year to deviate from former years.

Instead of one workshop, two were held. One served the area in the Southeast section of the state and the second the central section. Because the beginning dates of summer school are different for these areas the plan for two meetings it was believed, would be more accommodating to the local programs. It was also reasoned that because a large percentage of the teaching staff had been previously well oriented to "Wisconsin's" migrant education philosophy, it would therefore, not be necessary to spend thousands

of dollars training the entire staff at one centrally located workshop. The plan was to conduct the 1971 workshop for the local coordinator and several members of the teaching staff (number attending in ratio to the size of the local staff but not less than two or more than six). These "trained" staff members, in turn, would conduct local workshops for their respective schools.

The content of each of the two workshops included: Films and discussions on "Unconscious Cultural Clashes ", group dynamics and communications exercises, development of mini-courses for summer migrant programs and techniques for enriching the curriculum and the level of communications skills by developing with children the increased use of all five senses in the exploration of any subject or problem.

An evaluation survey taken immediately following the close of each (two) workshops indicates a high degree of satisfaction among the participants. On a simple five point scale (1-low, 5-high) the average in each workshop was four, the mode was four, and four of the sixty participants in the two workshops gave a rating below three. In a summary statement at the end of the summer when all programs were ended one area reported extremely negative feelings about the workshop experience and suggested that in subsequent years it would be more effective to throw the entire burden of workshops at the district level. It must be added that this area had made most favorable comments about the statewide

workshops held in previous years. Also the staff was mature and communications among teachers were high level. For this staff it might be reasonable to assume total responsibility for in-service. But a strength might also nurture the seeds of weakness. For a local program to isolate itself from the others in the state and "do its own thing" might deprive itself from the resources of a large number of dedicated and creative staff members working in the migrant summer programs.

As a state operated project inservice must remain, in some form, a statewide component of the Wisconsin's Migrant Education Program.

B. Interstate Planning in Inservice

All Texas personnel (2 employed by Wisconsin and 1 a member of the Texas interstate projects) had involvement at all levels: planning, implementation, and evaluation of the inservice programs. In addition, those Texas teachers hired by local districts were involved.

C.& D. Supplemental Materials and Equipment

No local program is deprived of supplementary materials which hold some promise of stimulating children. However, workbooks, mimeograph exercises, and heavy reliance on basal-type readers are not considered in the realm of the stimulating. Also, a new bi-lingual series is not ipso-facto stimulating, if it emulates, bi-lingually, the already existant mono-lingual (English) readers. Its only hope for excitement lies in the hands of a creative teacher. (an aside: the emphasis here on a stimulating program should not

be construed to mean a program with fun the primary focus. Fun as a prime focus will not result in a meaningful educational experience for migrant, or any other children). However, by definition a stimulating education experience is meaningful, and very likely its by-product will indeed be fun.

Wisconsin's migrant staff has been well trained to make optimum educational use of curriculum materials: (i.e. the immediate human, material, and physical resources in the area) and many are translating this training into action. Obviously, there are some who have not yet developed the skill, courage, or security to break from established patterns. For them and for the children with whom they learn, hopefully the dawning of more stimulating ways of developing communications skills will come from subsequent workshops in Wisconsin.

E. Participation in Teacher Exchange

Exchange teachers were recruited between February and May for the summer programs. When the programs started, eight were contracted to work in various centers. In one center the program coordinator was a Mexican-American from South Texas.

Two teachers from the Rio Grande Valley and the Texas Exchange teacher worked for the State Department of Public Instruction as program consultants.

VIII. NON-PUBLIC SCHOOL PARTICIPATION

No regular non-public school classes were conducted in the areas where Title I migrant programs operated.

One center had scheduled its Title I migrant program to accommodate religious instruction in a non-public facility. This was done without infringement on the public program because the religious instructions were held in the morning before the public school classes convened and in the afternoon after Title I migrant classes were dismissed.

IX. DISSEMINATION

A. Interstate

Program information is exchanged among the five states in region V. States included in the exchange are: Indiana, Illinois, Michigan, Ohio and Wisconsin.

Reports on Wisconsin programs are presented by the Texas Interstate teacher at the annual meeting of the interstate team in Austin, Texas.

B. Intrastate

Copies of the State Program plan were distributed to public and private agencies serving the migrant population. Bi-annual Status Reports are made to the Governor's Committee of Migratory Labor on the education programs for migratory children.

Copies of the Annual Evaluation Report and the State Plan are available at the office of the Department of Public Instruction.

X COMMUNITY INVOLVEMENT

Efforts have been made to involve parents in the educational programs. This is great in concept but often breaks down in reality. During the past year migrant mothers were hired as cooks or cooks aides in four centers: CESA#18, Berlin, Cedar Grove and Stevens Point.

All centers involved parents in an open house. Usually these began with a dinner and then an evening was given over to children showing to parents some of the activities and out-comes of the summer program.

Some involvement in program planning was attempted by giving copies of the State Plan to Mexican-American families who had established residence in Wisconsin. These people in turn, discussed the program with some of their friends who were migrants. Recommendations which were made included:

(a) More Mexican-American teachers in the program.

(b) Secure, if possible teachers from the same school districts in Texas that the migrant families migrate from.

(c) More men in the program.

(d) Do not duplicate field trips from previous years.[1]

(e) Early spring program for early arrivals.

1. Field trips which appear to parents as a repeat experience of a previous year's activity have no place in the program, if in fact they are a "repeat". However, to visit the zoo, the Capitol, or museum, more than once does not necessarily mean that the experience is repetitious (any more than consulting the encyclopedia is repetitious). If each visit to some place or area away from school has a specific educational objective then re-visiting the zoo a dozen times could be a dozen different experiences. Of cours, its the responsibility of the home contact people in the local program to explain this to parents to avoid mis-understandings that could easily arise.

(f) Volunteer help consisted largely of university or college students being used as tutorial aides in the programs. Specifically, students from the University of Wisconsin-Oshkosh, assisted in the Oakfield program on a regularly scheduled basis.

XI PROGRAM EFFECTIVENESS

No single program format can be labeled effective or ineffective. The quality of the relationship between teachers and students largely determined success or failure of program. The bias of Wisconsin's program plan was to use real-life experiences as the vehicle for carrying the program. However, an experientally based program, per se, does not equal program effectiveness. Unless the teacher creatively used the environment by translating all the experiences into meaningful activity for children, the program lacked the breadth and depth which would qualify it as a comprehensive educational experience.

Potentially, the skills that might have been developed from participating in the program are: 1) story writing, 2) word attack, 3) building vocabulary, 4) reporting of, 5) observation and classification of data, 6) arithmetic skills such as comparing, measuring and calculating.

In most programs observed by the department consultants there was evidence that this was being done.

XII SPECIAL AREAS

A. Vocational

Evening programs neither new nor supplementary having vocational offerings were conducted in Cambria and CESA #18. CESA #3 provided service to teenagers but the emphasis was in the arts.

XIII CONSTRUCTION - EQUIPMENT

Not Applicable

XIV SUPPORTIVE SERVICES

Wisconsin came into the Migrant transfer record system this past year. With the initial problems of coming aboard and with the two or three week change over at the computer center in Little Rock, we were not able to implement any significant exchange of the basic information. Our experience from this past year should help to effectively use the MRTS during the 1971-72 program year.

XV STAFF UTILIZATION

A. Aides

Teaching aides worked with small groups of children on a 1-1 tutorial relationship to assist students in the development of communications skills. These skills ranged from work on basic vocabulary to writing stories or reports on the experiences provided in the program.

Bi-lingual aides are used as interpreters for children with limited English language skills.

B. Professionals

Teachers assess the program needs in relation to the children's problems and then plan and implement the activities in accordance with the over all objectives of the State Plan.

Program coordinators conduct local meetings to keep a common program focus among the teaching staff. Program coordinators often serve as the school-community-home liason so that all are kept informed of each others concerns. As a home contact, the program coordinator also"recruits"children for school.

XVI NEW PROGRAMS

Two centers operating at Bancroft and Hancock were administered through the Stevens Point School District, CESA #3 operated a program at Lena, and the Oakfield School District conducted a center at Lamartine.

Stevens Point's willingness to assume responsibility for establishing programs outside its district to fill the void of educational service to migrant children is altrusic educational leadership at its best. Somewhat removed from the actual centers of migrant population, Stevens Point School District was appraised of a need and moved to fill that need with a minimum of administrative hang-ups. This district (Stevens Point) also assumed responsibility for conducting a tutorial program during the school year for forty migrant children whose families, though settled in Wisconsin, move to North Dakota and Minnesota during the summer for the sugar beet season.

Because of the planned cut backs of labor in the Oconto County area the schools did not submit a migrant project summary for that area. However, when the growing season arrived, larger numbers of workers were used than anticipated and CESA #3 was able to act with necessary speed to implement a program on short notice. The flexibility to move in these kinds of instances is a "must" if service to migrant children is to be maximized.

Oakfield's program at Lamartine was operated in conjunction with the Fond du Lac Headstart Program. In connection with this program a group of 37 University of Wisconsin (Oshkosh) students served in a variety of volunteer roles: teacher aides, helpers in camps and community recreational and social activities.

A. Programs Operated during the 1971 Program Year Using 1970 Carry-Over Funds

1. Portage County Tutorial Program

Operated from January to May and served approximately 40 migrant children whose families reside in Wisconsin but are true migrants. Purpose: To assist children with reading and language. Procedure for implementation: Tutors met in the homes of the children twice a week for two hours.

2. Early Fall Program Wautoma and Cambria

Regular program was supplemented with additional staff during the four to six week period that migrant children and their families were in the district while completing their work in the fields and canneries.

3. The Migrant Programs Branch of U.S.O.E. allowed the funding of a day care program from March 1 to June 30 for the United Migrant Opportunities Center. The children in this program came from the families who had moved to Milwaukee during the summer and fall of 1970.

Certification forms indicating the status of the families served are on file with the UMOS office.

XVII PROGRAM CRITIQUE

The uniqueness of the migrant program, i.e. its attempt to meet particular problems of the population served, its short duration, its lack of instruments to assess broad aims, leads to a subjective critique of its effectiveness. This may be inadequate accountability but there should be no apologies made for subjectivity. The endless number of human variables that exist in a school program cannot validly be reduced to a number of achievement scores. To report the human condition as a set of test scores can be a spurious attempt at scientific validity to satisfy the demand for hard data. The plea is for a balance between dispassionate subjectivity and compassionate objectivity. The leavening and discipline imposed by the two would inject a degree of humility which is necessary in reporting out the effects which a program has had on the population served.

Wisconsin's programs have addressed themselves to the objectives in the State Plan. An honest and concerted effort is made to hire a staff that relates to, understands and communicates with migrant children. Site visits to programs by consultants from the state office reveal that most

of the teachers and aides (75%) are "tuned in" to the program. Attempts are made to provide experiences that are real for migrant children. Given these ingredients, it is assumed that the educational service provided for Wisconsin migrant children has positive value and the general goals of the program are being met.

APPENDIX

Exhibit 1

_____ Public Schools
Certification of Pupil Eligibility
Project for the Education of Migrant Children
School Year _____

Name of child: _____
Last First Middle

Birth Date: _____ Age September 1st: _____
Month Day Year

Grade: _____

I certify that the above named child moved with me to _____,
City

_____, between September 1, 1967 and August 31, 1968 while
State

I was employed in agriculture or a related food processing activitiy.

_____
Signature of Parent or Guardian

_____
Street Address

_____
Date

Certificado de Participación

Nombre del estudiante _____
Apellido Nombre

Fecha de nacimiento _____ Edad (1ro de Septiembre __
Mes Día Año

Grado _____

Certifico que el (la) estudiante en referencia me acompañó a _____
ciudad

_____, entre las fechas del 1ro. de Septiembre de 1967 y
estado

el 31 de Agosto de 1968 mientras que yo trabajaba en agricultura o trabajos relacionados.

_____
Nombre de padre o guardián

_____
Domicilio

_____
Fecha

Exhibit 2

1971-72

PI-SFS-4 (Rev. 5/71)

The State of Wisconsin
DEPARTMENT OF PUBLIC INSTRUCTION
126 Langdon Street
Madison, Wisconsin 53702

County
District Code

SCHOOL LUNCH PROGRAM APPLICATION–AGREEMENT

I. NAME OF SCHOOL DISTRICT _____
(Give complete legal name)

ADDRESS _____

II. NAME OF AUTHORIZED REPRESENTATIVE _____ TITLE _____

ADDRESS _____
(Give address to which all correspondence is to be mailed)

III. APPLICATION is hereby made for participation in the National School Lunch Program for the school(s) listed in Schedule A on page 4 herein.

1. Do any of the schools listed in Schedule A on page 4 provide lunches through a contract with a food service management company? . . . . . Yes ___ No ___

The contract between the school and the food service management company shall expressly provide that:

(a) The food service management company shall maintain such records (supported by invoices, receipts or other evidence) as the school will need to meet its responsibilities under this part, and shall report thereon to the school promptly at the end of each month;
(b) Any commodities received by the school under this part and made available to the food service management company shall enure only to the benefit of the school's feeding operation and be utilized therein; and
(c) The books and records of the food service management company pertaining to the school's feeding operation shall be available, for a period of three years from the close of the Federal Fiscal year to which they pertain, for inspection and audit by representatives of the Department and U.S. Department of Agriculture at any reasonable time and place.

2. Does the school district have a criteria and policy statement approved by the Department regarding the provision of free or reduced price meals to needy students? . . . . . Yes ___ No ___

3. How many schools within the district will offer a Type A lunch program? . . . . . _____

4. How many schools within the district *will not* be offering a Type A lunch program? . . . . . _____

(a) What is the enrollment in the non-program schools? . . . . . _____
(b) Estimated number of students eligible for a free or reduced price meal in the non-program schools as per the district's criteria for determination . . . . . _____

IV. AGREEMENT

In order to effectuate the purposes of the National School Lunch Act, as amended (42 U.S.C. 1751-1760), and the Regulations for the National School Lunch Program issued thereunder, the Department of Public instruction of the State of Wisconsin, hereinafter referred to as the Department, and the above-named School District, hereinafter referred to as the School Food Authority, agree as follows:

THE DEPARTMENT AGREES THAT:

1. To the extent of funds available, it shall reimburse the School Food Authority in connection with the cost of obtaining food for the school lunch programs in the public schools listed in Schedule A, in any fiscal year during which this Agreement is in effect. The amount of reimbursement on behalf of any school shall not exceed the lesser of (a) an amount equal to the number of lunches served to children of high school grade or under multiplied by the rate assigned by the Department on Schedule A, or by such other rate as may be subsequently assigned by the Department, or (b) the cost of obtaining food.

2. It shall promptly notify the School Food Authority in writing of any change in the minimum lunch requirements or the assigned rates of reimbursement.

THE SCHOOL FOOD AUTHORITY AGREES THAT:

In general, it will supervise school lunch operations in the schools listed in Schedule A and, in particular, will require each school to:

1. Operate a nonprofit school lunch program and use program income only for program purposes; Provided, however, that such income shall not be used to purchase land, to acquire or construct buildings, or to make alterations of existing buildings. Only program funds from sources other than Federal or children's payments for lunches shall be used to finance out-of-state travel of school lunch personnel or the purchase of passenger automobiles;

2. Abide by the U.S.D.A. Regulation 210.15b; therefore, during the time designated as the lunch period(s) by the school administration and in the same building that the Type A lunch is in operation, the sale of additional food will be restricted to those items recognized as making a nutritional contribution to or permitted by the school authorities to be served as part of the Type A lunch and income from the sale of such food items shall be deposited to the account of the nonprofit lunch program. Furthermore, food services operated for profit (such as vending, snack bars, bake sales, etc.) in the schools, separate and apart from the nonprofit Type A lunch program, shall not operate during the designated lunch period when the nonprofit Type A lunch program is in operation;

3. Serve lunches which meet the requirements for a Type A lunch prescribed on page 3 hereof, during a period designated as the lunch period by the school and, if a supplemental food service is offered, it shall be operated in accordance with paragraph 2 above;

4. Price the Type A lunch as a unit;

5. Supply lunches without cost or at not more than 20 cents per lunch to all children who are determined by the school authorities to be unable to pay the full price thereof as provided by the school district's criteria and policy statement on file with the Department;

6. Claim reimbursement only for the Type A lunches served to children of high school grade or under;

7. Submit claims for reimbursement in accordance with procedure established by the Department;

8. Maintain in the storage, preparation and service of food, proper sanitation and health standards in conformance with all applicable state and local laws and regulations;

9. Purchase in as large quantities as can be efficiently utilized in the lunch program, foods designated as plentiful by the Department;

10. Accept and use in as large quantities as can be efficiently utilized in the lunch program, such foods as may be offered as a donation by the Department;

11. Maintain necessary facilities for storing, preparing and serving food in compliance with directives issued by the Department, and in compliance with applicable State and local laws, codes and regulations;

12. Maintain, as a part of the records of the district, full and accurate records of the school's food service program including those set forth on page 3 and retain such records for a period of not less than three years after the end of the fiscal year to which they pertain. All income and expenditures concerning the operation of the school's food service programs shall be entered in the records of the school district and be managed in the same manner as all other income and expenditures of the district. The receipts and expenditures shall be budgeted and processed through the general fund of the district;

13. Limit its operating balance to a level consistent with program needs; and upon request by the Department explain the need for balances of more than 2 months operating cost;

14. Upon request, make all accounts and records pertaining to the lunch program available to the Department and the U.S. Department of Agriculture for audit or administrative reviews at a reasonable time and place; and

15. School Food Authority assures the U.S. Department of Agriculture and the Department that it now complies with and shall in the future comply with all requirements imposed by or pursuant to the Civil Rights Act of 1964 and the USDA Regulations (7 CFR Part 15), including any subsequent amendments, issued to effectuate that Act. Compliance will be consistent with the objective that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity of School Food Authority to which assistance is provided by the USDA. School food Authority agrees to be obligated by this assurance as long as it receives assistance hereunder or retains possession of any assistance provided by the USDA or the Department. Should School Food Authority fail to comply with this assurance, the United States or the Department shall have the right to seek its enforcement by judicial or any other means authorized by law. Federal financial assistance is extended under this Agreement in reliance on the representations made herein.

THE DEPARTMENT AND THE SCHOOL FOOD AUTHORITY MUTUALLY AGREE THAT:

1. Schedule A, listing schools approved by the Department shall be made part of this Agreement.

2. Schools may be added to or deleted from Schedule A as need arises, and the references herein to Schedule A shall be deemed to include such Schedule as supplemented and amended.

3. No Member of or Delegate to Congress, or Resident Commissioner, shall be admitted to any share or part of this Agreement or to any benefit that may arise therefrom; but this provision shall not be construed to extend to this Agreement if made with a corporation for its general benefit.

4. For the purpose of this Agreement, the following terms shall be construed to mean, respectively:

   (a) Cost of Obtaining Food: The cost of obtaining agricultural commodities and other foods for consumption by children during any fiscal year. Such costs may include,in addition to the purchase price of agricultural commodities and other foods, the cost of processing, distributing, transporting, storing or handling of any food purchased for, or donated to the Program.

   (b) Fiscal Year: A period of twelve calendar months beginning with July 1 of any calendar year and ending with June 30 of the following calendar year.

   (c) Nonprofit School Lunch Program: Food service meeting the criteria outlined under point 3 of the provisions to which the School Food Authority agrees and maintain for the benefit of children, all of the income from which is used solely for the operation or improvement of such food service.

(d) School: A public elementary and/or high school supported by public taxation, including pre-school programs operated as part of the school system.

(e) School Food Authority: The governing body responsible for the administration of one or more public schools of high school grade or under and which has the legal authority to operate a food program therein.

5. The terms of this Agreement shall not be modified or changed in any way other than by the consent in writing of both parties hereto.

6. This Agreement shall be effective for Fiscal Year 1972. The Department may renew the Agreement for each fiscal year thereafter, by notice in writing given to the School Food Authority as soon as practical after funds have been appropriated by Congress for carrying out the purposes of the National School Lunch Act during each such fiscal year. In any event, however, this Agreement may be terminated upon 10 days written notice on the part of either party hereto, and the Department may terminate this Agreement immediately after receipt of evidence that the terms and conditions of the Agreement have not been fully complied with by the School Food Authority, except that any termination of this Agreement for non-compliance with Title VI of the Civil Rights Act of 1964 shall be in accordance with applicable laws and regulations.

_____

(Name of School District)
(Personal Signatures of Board Members, in Ink, Required)

_____ Pres. or Dir.

_____ Clerk or Sec'y.

_____ Treasurer

Date _____, 19____

The State of Wisconsin
DEPARTMENT OF PUBLIC INSTRUCTION
WILLIAM C. KAHL
State Superintendent of Public Instruction
(Do not write in this space)

By: _____
Administrator, School Food Service Programs

Date _____, 19____

REQUIREMENTS FOR TYPE A LUNCH

A Type A lunch shall contain as a minimum:

(1) One-half pint of fluid whole milk as a beverage.

(2) Two ounces (edible portion as served) of lean meat, poultry, or fish; or two ounces of cheese; or one egg; or one-half cup of cooked dry beans or peas; or four tablespoons of peanut butter; or an equivalent quantity of any combination of the above-listed foods. To be counted in meeting this requirement, these foods must be served in a main dish or in a main dish and one other menu item.

(3) A three-fourth cup serving consisting of two or more vegetables or fruits, or both. A one-fourth cup serving (2 ounces) or more of full-strength vegetable or fruit juice may be counted to meet not more than one-fourth cup of this requirement.

(4) One slice of whole-grain or enriched bread; or a serving of cornbread, biscuits, rolls, muffins, etc., made of whole-grain or enriched meal or flour.

(5) One teaspoon of butter.

The Department may allow schools to serve children in the elementary grades lesser quantities of Items 2, 3 and 5 than are specified above: Provided, however, that such allowances are based on the lesser food needs of younger children. The Department encourages the serving of larger portions to older boys and girls.

If a sufficient supply of fluid whole milk cannot be obtained, the Department may authorize the service of the fluid whole milk equivalent in reconstituted evaporated or dry whole milk, or may approve reimbursement for lunches served without milk. If emergency conditions prevent a school normally having a supply of fluid whole milk from temporarily obtaining delivery thereof, the Department may approve reimbursement for lunches served without milk during the emergency period.

RECORDKEEPING REQUIREMENTS

The school must keep full and accurate records of the lunch program to serve as a basis for reimbursement and for audit and review purposes. The records to be kept include the following:

(1) Lunch Service
- (a) Daily number of lunches served to children. Lunches with milk and without milk shall be recorded separately.
- (b) Daily number of lunches served to children free or at reduced price and for services rendered, by type of lunch, recorded separately.
- (c) Daily number of lunches served to adults. Lunches with milk, without milk, and lunches served free shall be recorded separately.

(2) Program Income (Receipts)
- (a) From children's payments for lunches and special milk.
- (b) From Federal reimbursement, including Federal reimbursement under the Special Milk Program.
- (c) From sale of lunches and milk to adults.
- (d) From all other sources, including transfers from General Fund.

(3) Program Expenditures (Supported by invoices, receipts, or other evidence of expenditures.)
- (a) For food.
- (b) For labor.
- (c) All other expenditures, including transfers to General Fund.

(4) Value of Donations to Program
- (a) Donated food, exclusive of U.S.D.A. donated commodities.
- (b) Donated services.
- (c) All donations other than food and services.

(5) U.S.D.A. Donated Commodities
- (a) Kinds and quantities of commodities donated by the U.S. Department of Agriculture. (This may be in the form of a duplicate copy of commodity receipt supplied by the Department.)

PLEASE TYPE

SCHEDULE A

Name of School District _____ District Code _____

1	2	3	4	5	6		7	8	9	10	11
Name and Address of Participating Schools (List by "Buildings". No need to list separately elementary and high schools located in same building.) (See Note [1] below)	Grades in the Building	A.D.A.	Estimated No. of Pupils who will participate in lunch program	Estimated Average Daily No. of lunches served free or at less than full price	Charge to Pupils per Lunch (a) Single Meal	Charge to Pupils per Lunch (b) Weekly Rate	Date Lunch Program to Open	Date Lunch Program to Close	Is lunch prepared in this Building (See Note [2] below)	Is lunch served in this Building (See Note [2] below)	Rate of Reimbursement (Leave Blank)
1.	.... to				¢	$					
2.	.... to				¢	$					
3.	.... to				¢	$					
4.	.... to				¢	$					
5.	.... to				¢	$					
6.	.... to				¢	$					
7.	.... to				¢	$					
8.	.... to				¢	$					
9.	.... to				¢	$					
10.	.... to				¢	$					
11.	.... to				¢	$					
12.	.... to				¢	$					
13.	.... to				¢	$					
14.	.... to				¢	$					
15.	.... to				¢	$					
16.	.... to				¢	$					
17.	.... to				¢	$					

NOTE: [1] Union High Schools and Elementary Schools operating in the same building must be listed separately.

[2] If lunch is not prepared in this building, give line number of school in which preparation center is located.
If lunch is not prepared on school premises, please attach statement giving full details.

1971-72

The State of Wisconsin
DEPARTMENT OF PUBLIC INSTRUCTION
126 Langdon Street
Madison, Wisconsin 53702

County
District Code

SCHOOL BREAKFAST PROGRAM APPLICATION–AGREEMENT

I. NAME OF SCHOOL DISTRICT _____
(Give complete legal name)

ADDRESS _____

II. NAME OF AUTHORIZED REPRESENTATIVE _____ TITLE _____

ADDRESS _____
(Give address to which all correspondence is to be mailed)

III. APPLICATION is hereby made for participation in the School Breakfast Program for the school(s) listed in Schedule A on Page 4 herein.

1. Do any of the schools listed in Schedule A provide breakfasts through a contract with a food service management company? Yes ___ No ___

The contract between the school and the food service management company shall expressly provide that:

(a) The food service management company shall maintain such records (supported by invoices, receipts or other evidence) as the school will need to meet its responsibilities under this part, and shall report thereon to the school promptly at the end of each month;

(b) Any commodities received by the school under this part and made available to the food service management company shall enure only to the benefit of the school's feeding operation and be utilized therein; and

(c) The books and records of the food service management company pertaining to the school's feeding operation shall be available, for a period of three years from the close of the Federal fiscal year to which they pertain, for inspection and audit by representatives of the Department and U. S. Department of Agriculture at any reasonable time and place.

2. Does the school district have a criteria and policy statement approved by the Department regarding the provision of free or reduced price meals to needy students? ..... Yes___ No___

IV. AGREEMENT

In order to effectuate the purposes of the Child Nutrition Act of 1966 and the regulations governing the School Breakfast Program issued thereunder, the Department of Public Instruction, hereinafter referred to as the Department, and the abovenamed school district, hereinafter referred to as the School Food Authority, agree as follows:

THE DEPARTMENT AGREES THAT:

1. To the extent of funds available, will reimburse the School Food Authority in connection with the cost of food used for the Breakfast Programs in the public schools listed in the attached Schedule A, in any fiscal year during which this Agreement is in effect. The amount of reimbursement on behalf of any school shall not exceed the lesser of (a) an amount equal to the number of breakfasts served to children of high school grade or under multiplied by the rate assigned by the Department on Schedule A, or by such other rate as may be subsequently assigned by the Department, or (b) the cost of food used.

2. It shall promptly notify the School Food Authority in writing of any change in the minimum breakfast requirements or the assigned rates of reimbursement.

THE SCHOOL FOOD AUTHORITY AGREES THAT:

In general, it will supervise school breakfast operations in the schools listed in Schedule A and, in particular, will require each school to:

1. Operate a nonprofit breakfast program and use program income only for program purposes. However, such income shall not be used to purchase land, to acquire or construct buildings, or to make alterations of existing buildings;

2. Limit its operating balance to a level consistent with program needs;

3. Serve breakfasts which meet the requirements for a school breakfast prescribed on page 3 hereof, during a period designated as the breakfast period by the school;

4. Price the school breakfast as a unit, and make no additional charge to children for 'seconds' and/or 'extra helpings';

5. Supply breakfasts without cost or at reduced price to all children who are determined by the school authorities to be unable to pay the full price thereof as provided by the school district's criteria and policy statement on file with the Department;

6. Claim reimbursement only for breakfasts served to children which meet the requirements set forth on page 3 hereof at the rate assigned in Schedule A or by such other rate as the Department may subsequently assign (reimbursement must not be claimed for breakfast served to adults);

7. Submit claims for reimbursement in accordance with procedure established by the Department;

8. Maintain in the storage, preparation and service of food, proper sanitation and health standards in conformance with all applicable state and local laws and regulations;

9. Purchase in as large quantities as can be efficiently utilized in the breakfast program, foods designated as plentiful by the Department;

10. Accept and use in as large quantities as can be efficiently utilized in the breakfast program, foods as may be offered as a donation by the Department;

11. Maintain necessary facilities for storing, preparing and serving food in compliance with directives issued by the Department; and in compliance with applicable state and local laws, codes and regulations;

12. Maintain, as a part of the records of the district, full and accurate records of the breakfast program including those set forth on page 3 and retain such records for a period of not less than three years after the end of the fiscal year to which they pertain. All income and expenditures concerning the operation of the breakfast program shall be entered in the records of the school district and be managed in the same manner as all other income and expenditures of the district. The receipts and expenditures shall be budgeted and processed through the general fund of the district;

13. Upon request, make all accounts and records pertaining to the breakfast program available to the Department and the U. S. Department of Agriculture for audit or administrative review at a reasonable time and place;

14. School Food Authority assures the U. S. Department of Agriculture and the Department that it now complies with and shall in the future comply with all requirements imposed by or pursuant to the Civil Rights Act of 1964 and the USDA Regulations (7 CFR Part 15), including any subsequent amendments, issued to effectuate that Act. Compliance will be consistent with the objective that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation or activity of School Food Authority to which assistance is provided by the USDA. School Food Authority agrees to be obligated by this assurance as long as it receives assistance hereunder or retains possession of any assistance provided by the USDA or the Department. Should School Food Authority fail to comply with this assurance, the United States or the Department shall have the right to seek its enforcement by judicial or any other means authorized by law. Federal financial assistance is extended under this Agreement in reliance on the representations made herein.

THE DEPARTMENT AND THE SCHOOL FOOD AUTHORITY MUTUALLY AGREE THAT:

1. Schedule A, listing schools approved by the Department, shall be made a part of this Agreement.

2. Schools may be added or deleted from Schedule A as need arises, and the references herein to Schedule A shall be deemed to include such schedule as supplemented and amended.

3. The Department will promptly notify the School Food Authority of any change in the minimum breakfast requirements or the assigned rates of reimbursement.

4. No Member of or Delegate to Congress, or Resident Commissioner, will be admitted to any share or part of this Agreement or to any benefit that may arise therefrom; but this provision shall not be construed to extend to this Agreement if made with a corporation for its general benefit.

5. For the purpose of this Agreement, the following terms shall be construed to mean, respectively:

   (a) Breakfast: Breakfast means a meal served to school children at the beginning of the school day which meets the requirements set forth on Page 3 of this Agreement.

   (b) Cost of Food Used: The cost of food used means the purchase price of agricultural commodities and other foods purchased for and used in the School Breakfast Program, and the cost of processing, distributing, transporting, storing or handling of food purchased for, and of food donated to, the Program.

   (c) Fiscal Year: A period of twelve calendar months beginning with July 1 of any calendar year and ending with June 30 of the following calendar year.

   (d) Milk: Milk means unflavored milk which meets State and local standards for fluid whole milk and flavored milk made from fluid whole milk which meets such standards.

   (e) Nonprofit Breakfast Program: Food service meeting the criteria outlined under (a) above and maintained for the benefit of children, all of the income from which is used solely for the operation or improvement of such food service.

   (f) School: A public elementary and/or high school supported by public taxation, including pre-school programs operated as part of the school system.

   (g) School Food Authority: The governing body responsible for the administration of one or more public schools of high school grade or under. The term also includes a nonprofit agency to which such school has delegated authority for the operation of its nonprofit breakfast program, and which has the legal authority to operate a food program therein.

6. The terms of this Agreement shall not be modified or changed in any way other than by the consent in writing of both parties hereto.

7. This Agreement shall be effective for the fiscal year 1972. The Department may renew the Agreement for each fiscal year thereafter, by notice in writing given to the School Food Authority as soon as practicable after funds have been appropriated by Congress for the School Breakfast Program during each such fiscal year. In any event, however, this Agreement may be terminated upon 10 days written notice on the part of either party hereto, and the Department may terminate this Agreement immediately after receipt of evidence that the terms and conditions of this Agreement have not been fully complied with by the School Food Authority, except that any termination of this Agreement for non-compliance with Title VI of the Civil Rights Act of 1964 shall be in accordance with applicable laws and regulations.

_____
(Name of School District)
(Personal Signatures of Board Members, in Ink, Required)

_____ Pres. or Dir.

_____ Clerk or Sec'y.

_____ Treasurer

Date _____, 19____

The State of Wisconsin
DEPARTMENT OF PUBLIC INSTRUCTION
WILLIAM C. KAHL
State Superintendent of Public Instruction
(Do not write in this space)

By: _____
Administrator, School Food Service Programs

Date _____, 19___

REQUIREMENTS FOR A SCHOOL BREAKFAST

A school breakfast shall contain as a minimum:

(1) One-half pint of fluid whole milk as a beverage or on cereal or used in part for each purpose

(2) A one-half cup serving of fruit or full-strength fruit or vegetable juice

(3) One slice of whole-grain or enriched bread; or an equivalent serving of cornbread, biscuits, rolls, muffins, etc., made of whole-grain or enriched meal or flour; or three-fourths cup serving of whole-grain cereal or enriched or fortified cereal or an equivalent quantity of any combination of these foods.

To improve the nutrition of the participating children, breakfasts shall also include as often as practicable protein-rich foods such as one egg, a one-ounce serving (edible portion as served) of meat, poultry, or fish, or one ounce of cheese; or two tablespoons of peanut butter; or an equivalent quantity of any combination of these foods. Additional foods may be served with breakfasts as desired.

If emergency conditions prevent a school normally having a supply of milk from temporarily obtaining delivery thereof, the State Agency may approve reimbursement for breakfasts served without milk during the emergency period.

RECORDKEEPING REQUIREMENTS

The school must keep full and accurate records of the breakfast program to serve as a basis for reimbursement and for audit and review purposes. The records to be kept include the following:

(1) BREAKFAST SERVICE

- (a) Daily number of breakfasts served to children. Breakfasts with milk and without milk shall be recorded separately.
- (b) Daily number of breakfasts served free to children free or at reduced price and for services rendered, by type of breakfast, recorded separately.
- (c) Daily number of breakfasts served to adults. Breakfasts with milk, without milk, and breakfasts served free shall be recorded separately.

2) PROGRAM INCOME (Receipts

- (a) From children's payments for breakfasts
- (b) From Federal reimbursement
- (c) From sale of breakfast and milk to adults
- (d) From all other sources

(3) PROGRAM EXPENDITURES (Supported by Invoices, receipts, or other evidence of expenditures.)

- (a) For food
- (b) For labor
- (c) All other expenditures related directly to the breakfast program

(4) VALUE OF DONATIONS TO PROGRAM

- (a) Donated food, exclusive of U.S.D.A. donated commodities
- (b) Donated services
- (c) All donations other than food and services

(5) U.S.D.A. DONATED COMMODITIES

- (a) Kinds and quantities of commodities donated by the U. S. Department of Agriculture used in the program.

PLEASE TYPE

SCHEDULE A
BREAKFAST PROGRAMS

Name of School District _____ District Code _____

1	2	3	4	5	6		7	8	9	10	11
Name and Address of Participating Schools (List by "Buildings". No need to list separately elementary and high schools located in same building.) (See Note [1] below)	Grades in the Building	A.D.A.	Estimated No. of Pupils who will participate in Breakfast program	Estimated Average Daily No. Breakfasts served free or at less than full price	Charge to Pupils per Breakfast (a) Single Meal	(b) Weekly Rate	Date Breakfast Program to Open	Date Breakfast Program to Close	Is Breakfast prepared in this Building (See Note [2] below)	Is Breakfast served in this Building (See Note [3] below)	Assigned Rate (See Note 4 Below) (Leave Blank)
1.	____ to ____				¢	$					
2.	____ to ____				¢	$					
3.	____ to ____				¢	$					
4.	____ to ____				¢	$					
5.	____ to ____				¢	$					
6.	____ to ____				¢	$					
7.	____ to ____				¢	$					
8.	____ to ____				¢	$					
9.	____ to ____				¢	$					
[illegible]	____ to ____				¢	$					
1.	____ to ____				¢	$					
2.	____ to ____				¢	$					
3.	____ to ____				¢	$					
4.	____ to ____				¢	$					
5.	____ to ____				¢	$					
6.	____ to ____				¢	$					
7.	____ to ____				¢	$					

NOTE: [1] Union High Schools and Elementary Schools operating in the same building must be listed separately.
[2] If Breakfast is not prepared in this building, give line number of school in which kitchen is located. If Breakfast is not prepared on school premises, please attach statement giving full details.

The State of Wisconsin
DEPARTMENT OF PUBLIC INSTRUCTION
126 Langdon Street
Madison, Wisconsin 53702

County
District Code

COMMODITY DISTRIBUTION PROGRAM APPLICATION–AGREEMENT FOR SCHOOLS

I. NAME OF SCHOOL DISTRICT _____
(Give complete legal name)

ADDRESS _____

II. NAME OF AUTHORIZED REPRESENTATIVE _____ TITLE _____

ADDRESS _____
(Give address to which all correspondence is to be mailed)

III. APPLICATION is hereby made to receive food commodities, donated by the U.S. Department of Agriculture, for food service programs maintained by the School Food Authority for the benefit of children, all of the income from which is used solely for the operation of improvement of the food service as provided in the Child Nutrition Act of 1966 and/or the National School Lunch Act as amended, for the school(s) listed in Schedule A of the School District's Lunch, Breakfast, and/or Commodity Only program Application-Agreement.

1. Does the school district have a criteria and policy statement approved by the Department regarding the provisions of free or reduced price meals to needy students? ..... Yes ____ No ____

2. If more than one meal per day is served to children, please explain.

_____

_____

3. Are adequate freezer, refrigerator and dry storage facilities available so that commodities are properly safeguarded against theft, spoilage and other loss? ..... Yes ____ No ____

4. If all commodities are not stored in school buildings, give name and address of other storage facilities used.

_____

_____

5. There will be direct delivery of commodities to all school districts, limited to only one drop-off at each district. The building at which delivery is to be made must be readily accessible by a large semi-trailer and personnel must be available to convey the commodities from the tailgate of the truck to your storeroom. Please indicate below the exact location of the building at which you wish the truck to unload your commodities:

_____

_____
(Name of Building, Street Address and City)

6. Do any of the schools receiving commodities provide a food service program through a contract with a food service management company? ..... Yes ___ No ___

The contract between the school and the food service management company shall expressly provide that:

(a) The food service management company shall maintain such records (supported by invoices, receipts or other evidence) as the school will need to meet its responsibilities under this part, and shall report thereon to the school promptly at the end of each month;

(b) Any commodities received by the school under this part and made available to the food service management company shall enure only to the benefit of the school's feeding operation and be utilized therein; and

(c) The books and records of the food service management company pertaining to the school's feeding operation shall be available, for a period of three years from the close of the Federal fiscal year to which they pertain, for inspection and audit by representatives of the Department and U.S. Department of Agriculture at any reasonable time and place.

IV. AGREEMENT

In order to effectuate the purposes of the Commodity Distribution Program pursuant to the General Regulations and Policies thereto, the Department of Public Instruction of the State of Wisconsin, hereinafter referred to as the Department, and the above-named School District, hereinafter referred to as the School Food Authority, agree as follows:

THE DEPARTMENT AGREES THAT:

1. To the extent available, the Department shall allocate the U.S. Department of Agriculture donated food commodities to the school district for the food service programs.

THE SCHOOL FOOD AUTHORITY AGREES THAT:

1. The commodities received under the terms of this Application–Agreement will be used for the benefit of children of high school grade and under participating in approved food service program(s) operated in the school(s) listed in Schedule A of the School District's Application–Agreement covering its Lunch, Breakfast, and/or Commodity Only Program.

2. Donated commodities will be used for the benefit of students of high school grade and under and will not be sold, exchanged, traded, transferred or destroyed without prior approval from the Department.

3. Commodities will be requested only in such quantities as can be consumed without waste and will be utilized on a first-in, first-out basis.

4. Whenever there are commodities on hand which cannot be efficiently utilized, instruction will be requested from the Department as to transfer or other disposition of such commodities. All expenses of the transfer or return of commodities shall be borne by the School Food Authority.

5. Payment will be made for within-state handling charges which includes warehousing, transportation and handling costs as may accrue in the receipt and distribution of donated commodities.

6. Disposal of salvable containers will be in accordance with instructions prescribed by the Department. Any funds accruing from the operation of the program shall be used solely for payment of expenses incurred in such operation.

7. Normal food expenditures will not be reduced because of the receipt of donated commodities. (Not applicable to Section 6 commodities received by schools participating in the National School Lunch Program and School Breakfast Program.)

8. When commodities become unfit for human consumption or other loss occurs through some fault or negligence on the part of the School Food Authority, the School Food Authority shall make restitution in kind or in payment to the Department of the value of the commodity as determined by the Department. The School Food Authority shall immediately report the commodity loss and dispose of said commodities on instructions from the Department.

9. Commodities will not be processed commercially into a different end product without prior written approval from the Department.

10. Adequate facilities for the handling, storage and use of commodities shall be provided to properly safeguard against theft, spoilage and other loss. Commodities will not be stored in private homes or issued to or utilized by anyone for home consumption.

11. Records shall be maintained pertaining to receipt, disposal and inventory of commodities, such records to be retained for three years after the end of the fiscal year to which they pertain. As a minimum, these records will contain the following:
    (a) an exact record of all commodities received, including date and quantity;
    (b) an exact record of all donated commodities received by home economics classes, including date and quantity;
    (c) a record of container disposal or an accounting of all funds derived from the sale of empty containers. Moneys received from the sale of salvable containers will be used in the operation of the school lunch program only;
    (d) a daily record of lunches served to children and adults;
    (e) a daily record of lunches served to children free or at a reduced price to needy children as per the district's policy statement;
    (f) other reports as may be required upon request by the Department.

12. It shall submit to the Department annually, as of March 31, an inventory of all USDA donated commodities.

13. Representatives of the U.S. Department of Agriculture and the Department may inspect commodities in storage or the facilities used in the handling and storage of such commodities and may inspect and audit all records, including financial records, and reports pertaining to the handling and utilization of commodities at any reasonable time and place.

14. Any complaints or irregularities of any nature whatsoever, including commodities received out of condition, will be promptly reported to the Department.

15. It is the School Food Authority's responsibility to verify the kinds and quantities of commodities received from the warehouse and/or trucker at the time of receipt, and to acknowledge by signed receipt.

16. Only those commodities designated by the Department may be used in home economics classes. Section 6 commodities may NOT be used in home economics classes under any circumstances. When donated commodities are used in home economics classes, the end products prepared cannot be sold, but must be used in the regular home economics classes or used in the school lunch program.

17. The School Food Authority assures the U.S. Department of Agriculture and the Department that is now complies with and shall in the future comply with all requirements imposed by or pursuant to the Civil Rights Act of 1964, and the USDA Regulations (7CFR Part 15), including any subsequent amendments, issued to effectuate that Act. Compliance will be consistent with the objective that no person in the United States shall on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity of the School Food Authority to which assistance is provided by the U.S. Department of Agriculture. Admission policies are understood and agreed by the School Food Authority to be part of such programs and activities. School Food Authority agrees to be obligated by this assurance as long as it receives assistance hereunder or retains possession of any assistance provided by the U.S. Department of Agriculture or the Department. Should School Food Authority fail to comply with this assurance, the United States or the Department shall have the right to seek its enforcement by judicial or any other means authorized by law. Federal financial assistance is extended under this Agreement in reliance on the representations made herein.

THE DEPARTMENT AND THE SCHOOL FOOD AUTHORITY MUTUALLY AGREE THAT:

1. Schedule A, listing schools of the School Lunch, Breakfast and Commodity Only Program Application-Agreements for the school district named herein and approved by the Department, shall be made a part of this Agreement.

2. Schools may be added or deleted from Schedule A of the school district's Lunch, Breakfast or Commodity Only Programs as need arises, and the references herein to said Schedule A shall be deemed to include such Schedule as supplemented and amended.

3. No member of or Delegate to Congress, or Resident Commissioner, shall be admitted to any share or part of this Agreement or to any benefit that may arise therefrom; but this provision shall not be construed to extend to this Agreement if made with a corporation for its general benefit.

TERMINATION OF AGREEMENT

The Department may cancel this Agreement immediately upon receipt of evidence that the terms and conditions thereof have not been fully complied with or by giving thirty (30) days' notice in writing to the School Food Authority. The School Food Authority may terminate this Agreement by giving thirty (30) days' notice in writing to the Department, except that any termination of this Agreement for non-compliance with Title VI of the Civil Rights Act of 1964 shall be in accordance with applicable laws and regulations. Subject to such notice of termination or cancellation of the Agreement, the School Food Authority agrees to comply with the instructions of the Department, either (a) to distribute all remaining inventories of the U.S. Department of Agriculture commodities in accordance with the provisions of this Agreement, or (b) to return such inventories to the Department, or (c) to transfer the commodities to another eligible recipient agency designated by the Department and to transmit such reports as are required by the Department to record final disposition of such inventories. All expenses of the transfer or return of commodities shall be borne by the School Food Authority.

This Agreement shall be effective beginning on the _____day of _____, 19____.

_____

(Name of School District)
(Personal Signatures of Board Members, in Ink, Required)

_____ Pres. or Dir.

_____ Clerk or Sec'y.

_____ Treasurer

Date _____, 19____

The State of Wisconsin
DEPARTMENT OF PUBLIC INSTRUCTION
WILLIAM C. KAHL
State Superintendent of Public Instruction
(Do not write in this space)

By: _____
Administrator, School Food Service Programs

Date _____, 19___

Exhibit 5

State of Wisconsin \ DEPARTMENT OF PUBLIC INSTRUCTION

William C. Kahl
State Superintendent

Archie A. Buchmiller
Deputy State Superintendent

DIVISION OF INSTRUCTIONAL SERVICES
ROBERT C. VAN RAALTE, ASSISTANT SUPERINTENDENT
WISCONSIN HALL, 126 LANGDON STREET
MADISON, WISCONSIN 53702

March 31, 1971

TO: L.E.A. Coordinators of Migrant Programs

FROM: C. F. Balme, Consultant - Migrant Program

SUBJECT: Programs for Spring and Summer 1971

Enclosed is a copy of the state plan of migrant education which is requested from the U.S.O.E. in order to receive funding. This has been submitted and we are now awaiting approval. Also enclosed is the project summary and other forms which must be completed at the local level if an education program is planned. Please complete the forms and return by May 15.

Programs Plans

The state plan is written as a guide for migrant education in Wisconsin. It is a statement based on a synthesis of input from migrant parents, local coordinators of migrant programs, and a consideration of practices which will make curriculum meaningful for migrant children. If the objectives in this proposal raise questions about your intended program, please contact this office for clarification. It is not expected that summer migrant programs will duplicate each other throughout the state. The individuality which local conditions and staff bring to a program can result in more creative approaches than the monolithic type which assumes all people should be doing similar activity. This does not exclude however, a common philosophical base upon which to build migrant programs. Without this, we could operate at cross purposes which could weaken our collective efforts to provide sound education for migrant children. Hopefully, the state plan will serve as a base to strengthen this common goal.

All programs must be planned for true migrant children. That is children whose parents are currently in the migrant stream. Children of parents who have resettled in Wisconsin within the last five years may attend programs but Title I Migrant Programs cannot be designed specifically for the resettled population.

An employee who earns his living in agriculture or agricultural related business or industry (farming, canning, food processing), and has had more than one employer in the past year, has crossed state or school

district lines, is considered a true migrant.

Teachers

The U.S.O.E. suggested that we reduce the pupil-teacher ratio. In the past, one teacher and one aide was recommended for every 20 children. You can now plan for a ratio of one teacher and one aide for every 15 children. This will increase the cost of program, but funds will be available.

If at all possible at least one Mexican-American teacher should be hired for each program. This office can help in the recruitment. A written request from you is all that is necessary. When hiring teachers from the Rio Grande Valley in Texas, their actual traveling expenses between Texas and your school district and their return can be funded with migrant funds.

Aides - High School

Migrant teenagers and mothers have served effectively in previous programs. Use them wherever possible. Their visibility in programs can help to make the children more secure, and they add the needed bi-cultural and bi-lingual dimension to programs which increases possibility for success.

Food Service - See attachment from Mr. Post's office

If you have questions regarding food service, call Mr. Post at 608-266-3509.

Materials and Equipment

Equipment which is in the school should be made available to the migrant program. Therefore minimal expenditures are expected. Materials and supplies needed to implement the program objectives can be purchased. New materials in bi-lingual education are on the market and you might explore these resources.

Inservice

This will be somewhat different from previous years. A four-day session will be held the third week in June (15-18) for program coordinators and one teacher from each center. The location has not been decided, but if you budget for $15.00 for expenses and $15.00 stipend, this should be adequate. Following the leadership inservice program, each center will conduct its own three-day workshop during the week preceding the start of the summer school.

Transfer Record System

The automated record system will be operative beginning May 1. Mr. William Emmanual, Administrator of Cambria Public Schools, has granted office space in the high school for the terminal operator. It is most important that all migrant children who receive any service in Wisconsin be registered and recorded with the terminal operator at Cambria. Complete details on this will be discussed during the leadership workshop. But if any migrant children are enrolled in school now (some are already here) be sure to have a student record completed immediately. If you have no record forms in the school, they are available from this office.

Spring Program

If you have an influx of migrant children between now and the end of the school year, funds are available for special services. A call to this office and a minimum of detail could provide the funds for tutorial services and special materials which might effectively deal with any special needs of these children.

When school-age migrant children are in a school district while school is in session, all pupils ages 7 - 16 who are able, should attend school.

Fiscal Accounting

We are exploring the possibilities of centralized bookkeeping to relieve the local districts of this responsibility. We will keep you informed regarding the progress of these plans.

CFB:cm
Enclosures

Exhibit 5 (c)

FROM: Edward Post

RE: Contract and Cash Reimbursements for Summer Migrant Programs Sponsored by School Districts

We offer the following guideline to implement a summer migrant food service program:

1. School districts presently offering a food service program have designated an authorized representative. Whenever possible, coordinate the migrant food service through the authorized representative.

2. Ask that the school district representative request an application-agreement for the food service program(s) that will be operating for the migrant school. Submit request prior to May 15.

3. Work with the school district staff so that the proper records and reports are properly expedited. They or their office staff are knowledgeable about the claim procedures to request reimbursements from the School Food Service Programs Section of this Department.

4. Work closely with food service personnel, if possible, to learn of the availability and utilization of commodities, food procurement, menu planning (menus must meet the Type A pattern) and equipment operation.

Cash Reimbursements:

Lunch Program

Food service programs operating under an approved contract are eligible for cash reimbursements. We are able to provide the following rates:

General Cash Assistance for each Type A Lunch.....	12¢
Special Cash Assistance " " " " "	48¢
TOTAL	60¢

Breakfast Program

For each breakfast served to students.....15¢

Adults are not to be counted in the lunches or breakfasts claimed for reimbursement.

No funding is available from USDA funds to purchase snacks.

In planning the budget for the food service portion of the migrant program, we believe a realistic per meal cost should be ascertained. Our records for the various programs during the school year suggest that the following figures should guide you in planning an adequate food service program:

Noon lunch.....75¢
Breakfast.....25¢
Snack.....10¢

We would suggest, then, that after consideration is given to the reimbursement rate forthcoming from USDA funds, you would allow in your budget an amount of 15¢ per lunch, 10¢ per breakfast and 10¢ per snack.

In addition to the cash reimbursements, the students in the migrant programs participating in the approved school lunch and breakfast programs are eligible to receive the available donated commodities. We would recommend that the school districts anticipating a summer program request additional commodities. No special orders will be made available after the regular school delivery in May.

We hope the above information will be helpful in preparing for your food service program needs. If we can be of further assistance, please do not hesitate to contact us at any time.